Advising Diagnostic

Consider your level of implementation for the five areas below and use the aligned resources to help improve in the areas in which you need development.	Fully Implemented	Partially Implemented	Implementation Plan in Development	Needs Development
1) Our school has an effective advising program for all students: • Advising program is guided by a team comprised of a variety of stakeholders. **Resource:** Advising Toolkit pages 6-11 • Advising occurs at regularly scheduled intervals throughout the school year. **Resource**: Advising Toolkit pages 15-17 • Every student has a regular and on-going advising relationship with at least one adult in the school building. **Resource**: Advising Toolkit pages 1-4 • Advising program promotes systemic changes within the school. • Advising is related to academics, career, and personal/social needs. **Resources**: Advising Toolkit pg. 5 and pgs. 20-64 ASCA National Standards for Students • Advising program sets goals and implements strategies that address achievement gaps. • Advising program uses data to measure the results and ensure that every student graduates college and career ready and work towards decreasing achievement gaps. **Resource:** Advising Toolkit pgs. 14 and 15				
Resources: How to Build a Successful Mentoring Program				

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2) Our school has an effective schedule in place for advising.				
Resources: Advising Toolkit pages 15-17				
3) Our school's advising sessions include activities developed around the three domains of the American School Counselor's Association's standards: Academic, Career and Personal/Social.				
Resources: Guided Tour of Career Cruising for Teachers, Counselors, and School Administrators My ILP Activities Advising Toolkit pages 20-64				
4) Our students and staff use the ILP effectively. • The ILP is implemented with input from administrators, counselors, advisors, teachers, students and parents. • Each student has goals that incorporate identified interests and career-path goals for postsecondary or workforce readiness identified within the ILP.				
Resources: ILP Resources Webpage Student ILP Video and Educator ILP Account Video				

Consider your level of implementation for the five areas below and use the aligned resources to help improve in the areas in which you need development.	Fully Implemented	Partially Implemented	Implementation Plan in Development	Needs Development
5) Our students effectively track their own data as part of our advising program. • Students are aware of their testing results and their areas of strength as well as areas in need of improvement. *There is a template in the student ILP for students to enter test results.* • Students lead their parent/teacher conferences and can explain their progress. **Resource:** The Cornerstone for Teachers Student-led conferences page and handout. • Students can identify their short-term goals and how they will be achieved. *(There is a place in the student ILP for students to enter short-term goals)* • Students can identify their long-term goals and how they fit in with college and / or career aspirations. *There is a place in the student ILP for students to enter long-term goals.*				

Advising Diagnostic

Consider your level of implementation for the five areas below and use the aligned resources to help improve in the areas in which you need development.	Fully Implemented	Partially Implemented	Implementation Plan in Development	Needs Development
6) Our school advises students to enroll in CTE programs in an equitable manner and ensures equitable access to these programs without regard to race, sex or disability. • Students are encouraged to enroll and succeed in all programs for which they have an interest without regard to stereotypes including non-traditional programs for their sex. (Examples: Male students in Nursing classes, female students in welding, male students in culinary arts or female students in engineering) • Promotional and recruitment materials for CTE classes have minority, male/female and students with disabilities represented. • Disproportionate enrollment statistics are periodically reviewed and potential underlying causes are examined. (Disproportionate enrollment might be if the school has a 35% minority population but just a 10% participation in Agriculture classes or female enrollment in engineering classes is just 15%.) • Accommodations for students with disabilities are the norm rather than an exception and this is made known as part of the registration process.				
7) Our school knows how to best guide students in career pathways. • Our school knows and guides students towards the Kentucky Career Pathways. • Our school has strategies for improving student success.				
8) Our school knows how to effectively communicate with stakeholders.				